



# Consolidated Virginia School for the Deaf and the Blind

**Pre-Proposal Conference, 2005**

*June 8, 2005*

# What Do We Do?

## VSDB-Staunton

Provides special education and related services for students who are deaf and hard of hearing, blind or visually impaired but not students with sensory impaired multiple disabilities under an Individualized Education Program. Students outside a 35-mile radius of the campus are provided overnight (boarding) services, Sunday through Thursday nights.



## VSDBM-Hampton

Provides special education and related services for students who are deaf, hard of hearing, blind or visually impaired and students with sensory impaired multiple disabilities under an Individualized Education Program. No restriction on overnight status of students Sunday through Thursday nights.

# What Do We Do?

## Early Intervention Services

### VSDB-Staunton

Provides infant hearing screening for and serves infants and toddlers with hearing impairment. Has a pre-school program for deaf and hard of hearing children.

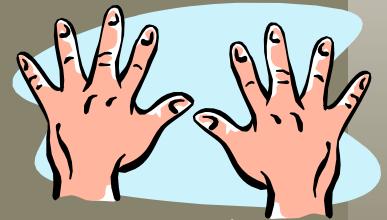
### VSDBM-Hampton

Provides pre-school services for students with cochlear implants (i.e., oral-auditory rehabilitation).



# New School Mission

The articulated program designed for the new school will provide provide special education and related services for:



## Deaf and Hard-of-Hearing

These children require extensive language development and an intensive focus on reading and writing to develop the essential dual communication skills necessary to access the curriculum. Early intervention for children with cochlear implants will be part of the program.

## Deaf Children with Behavioral or Emotional Disabilities (new)

These children currently attend schools out of state or private schools that separate them for long periods of time from their families and present excessive cost compared to an in-state program.

# New School Mission

## Blind and Vision Impaired

These children will require access to instruction through tactile modalities (Braille and auditory technology) and orientation and mobility training.

## Deaf-Blind and Sensory Impaired Multi-disabled

These children have additional disabilities that range from physical challenges to moderate cognitive impairment. They will require a collaborative instructional approach from all specialists and assistive technology tailored to their unique needs.

# Pupil Teacher Ratios

The pupil-teacher ratios are established by the Virginia Regulations Governing Special Education Programs for Children with Disabilities as follows:

Hearing impairment/deaf - 1 teacher per 8 children or one teacher and 1 paraprofessional for every 10 students

Visual impairment – 1 teacher per 7 students and 1 paraprofessional for every 3 teachers

Multiple disabilities or deaf-blind – 1 teacher and 1 paraprofessional for every 6 students or 1 teacher and 2 paraprofessionals for every 10 students

# New School Mission

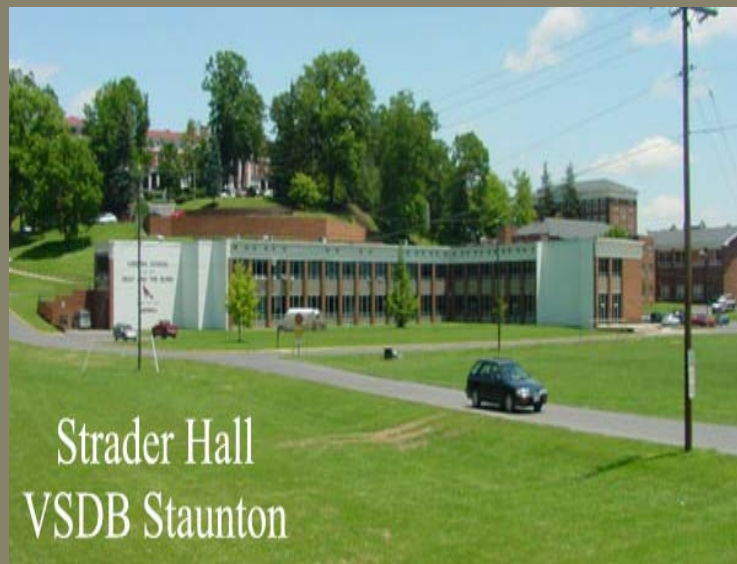
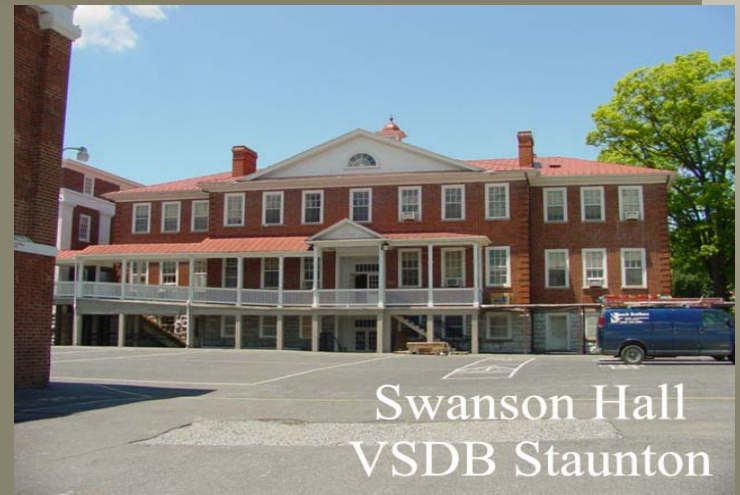
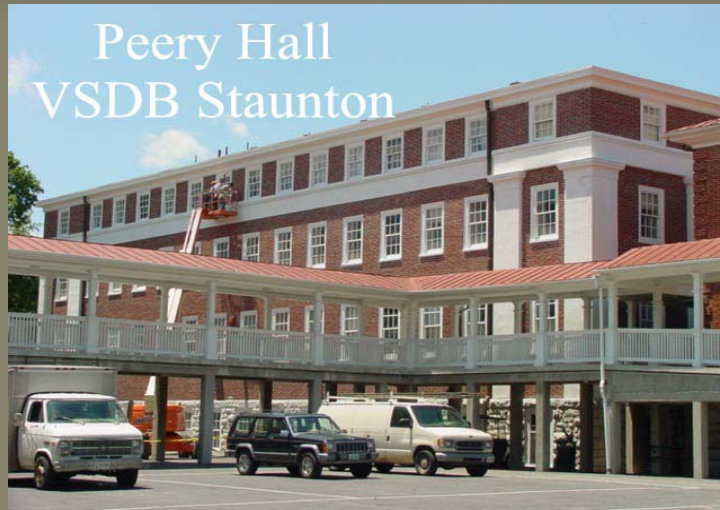
The program will be expanded to include more support staff and the following new services:

- Parent resource Center
- Professional Development Center
- Specialized Media and Technology Center
- Distance Learning Opportunities
- Increased training for student teachers, specialists
- Comprehensive outreach services to local school divisions





# Staunton Education Buildings



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# Hampton Education Buildings



**Palmer Hall**  
**VSDBM-Hampton**



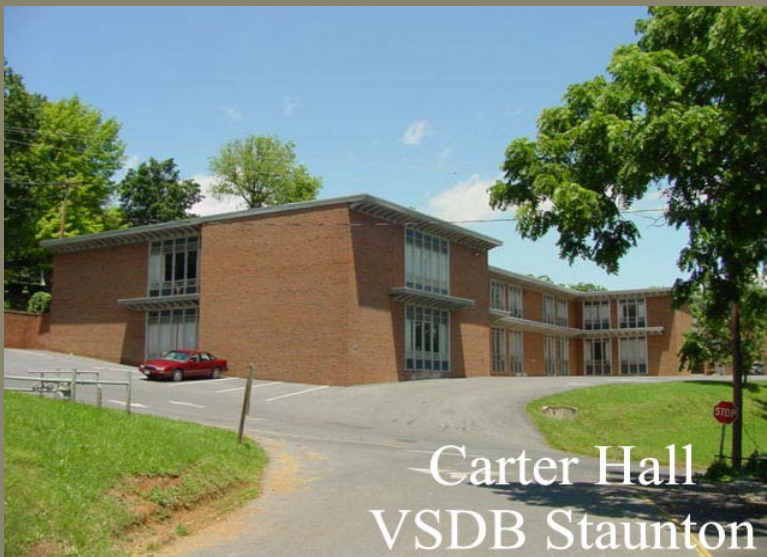
**Bradford Hall**  
**VSDBM-Hampton**



**Butler Hall**  
**VSDBM-Hampton**

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# Staunton Dormitory Buildings



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# Hampton Dormitory Buildings



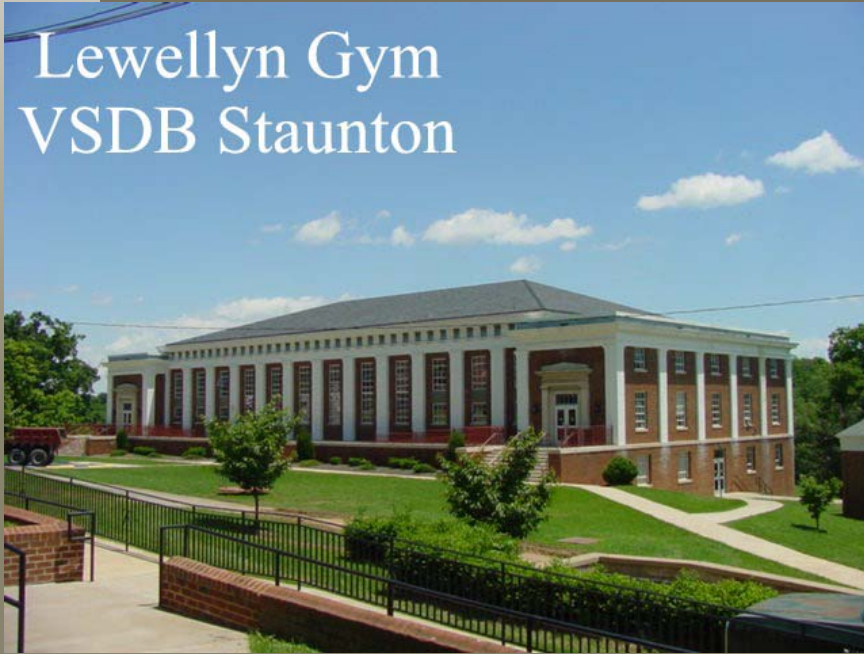
**Price Hall**  
**VSDBM-Hampton**



**Ritter Hall**  
**VSDBM-Hampton**

# Staunton and Hampton Gymnasiums

Lewellyn Gym  
VSDB Staunton



Houston Gym  
VSDBM-Hampton



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# Schematic Concept of School

## “State of the Art” Building Characteristics

Fully accessible building & site design

Visual feasibility across campus

- Appropriate lighting
- Appropriate shading systems
- Reduction of visual obstructions

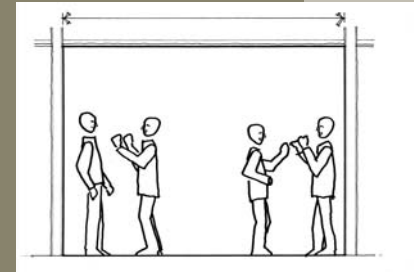
Acoustic design for classrooms & other spaces

- Mechanical vibration control
- Appropriate reverberation control
- External noise control

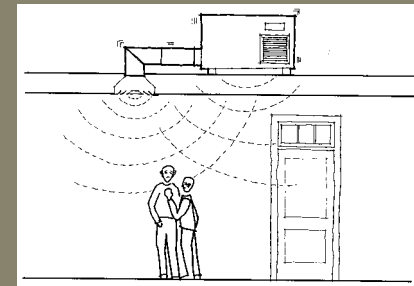
Integration of a technology plan

- Smartboards
- Assistive technologies throughout campus
- Campus network

Anticipation/flexibility for future teaching and technology



Space for signing in corridors



Reduce mechanical vibration



# Schematic Concept of School

## Site Organization

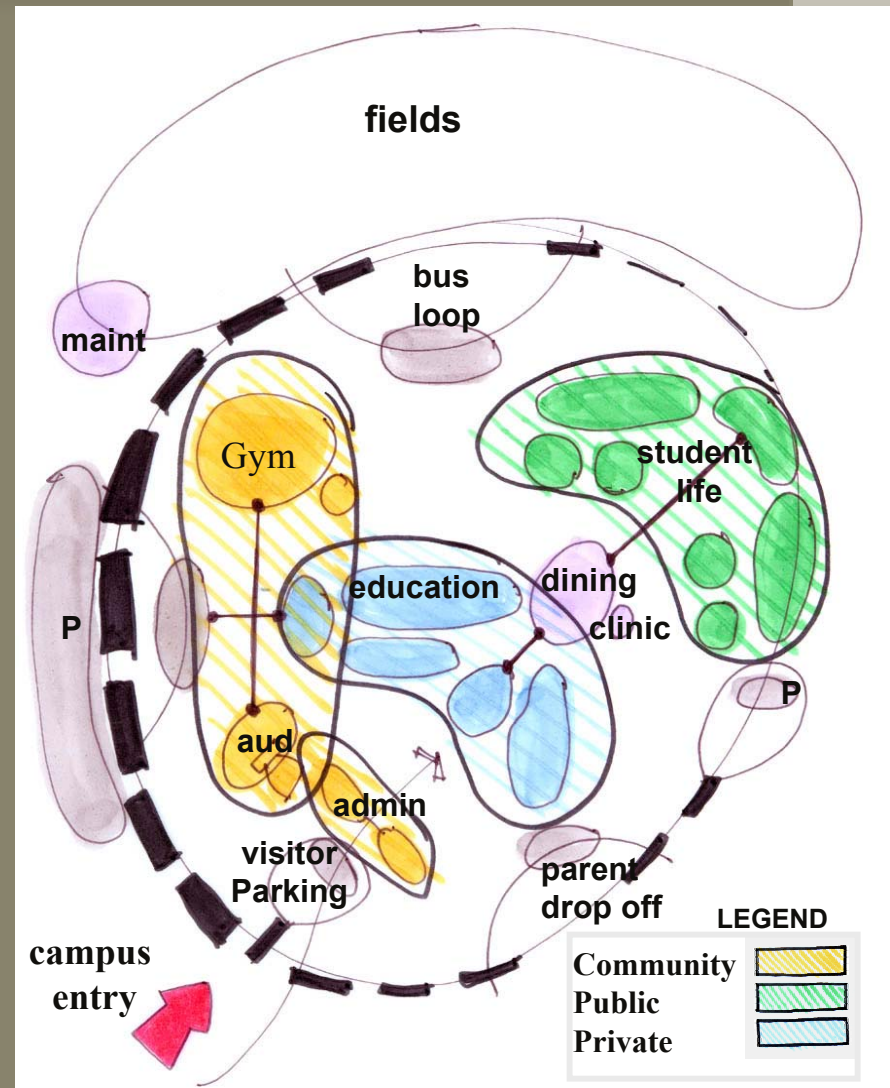
One public & secure perimeter

Vehicle traffic & parking at perimeter separate from pedestrian paths

Pedestrian paths linking functional zones

Three zones of use: community, public and private

Areas for play and socializing

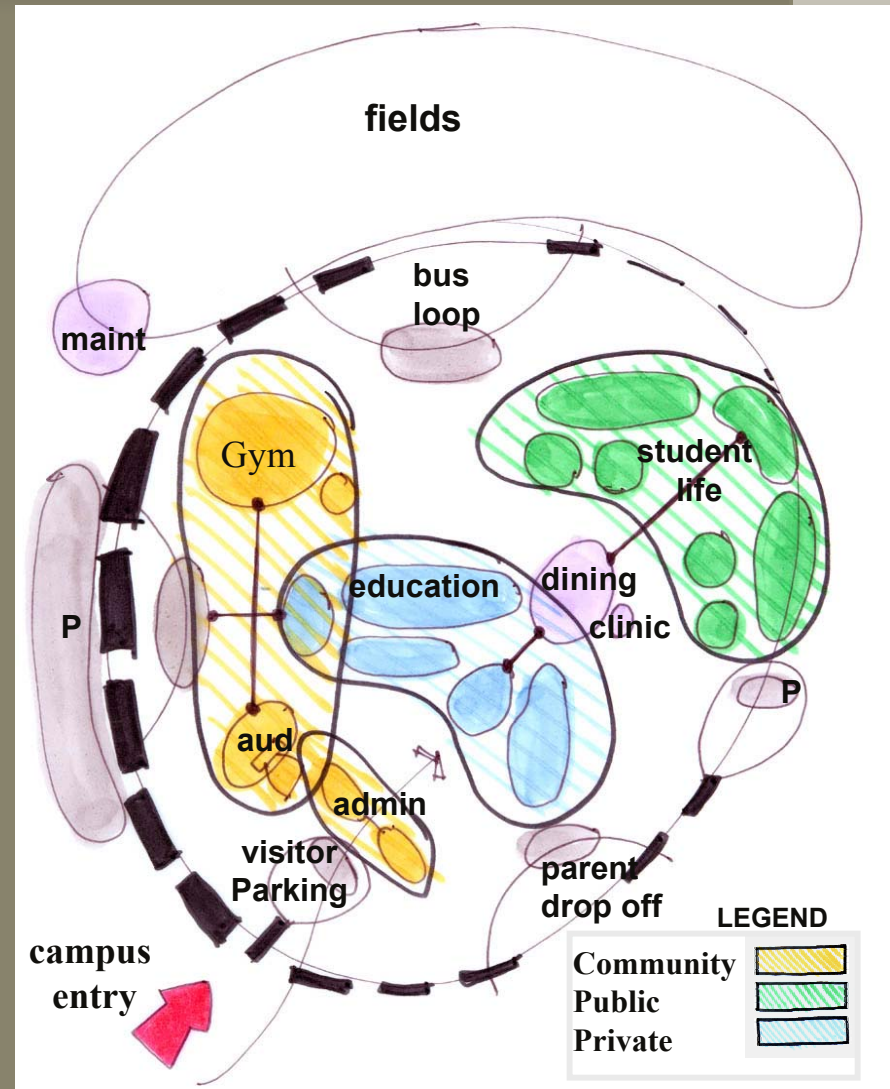


# Schematic Concept of School

## Site Organization

The design of the campus facilitates the smooth and efficient travel of students from dormitories to classes to the cafeteria, health center, student center and other ancillary services.

Playground areas promote informal interaction between students at key locations between buildings.





# Schematic Concept of School

## Architectural Program

### Education Building

107,600 SF

Early Childhood

Middle/Secondary

Health Services

Library

Cafeteria



### Residential Dormitories

84,400 SF

Boys  
Girls

### Student Center

2,400 SF

### Administration

4,900 SF

### Gymnasium

30,200 SF

### Auditorium

6,300 SF

### Facilities Management

13,400 SF

## TOTAL PROGRAM

249,200 SF

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# Site Selection Criteria

## Community Characteristics

- \*Shared programming options with local school division
- \*Opportunities for Vocational Education and community-based work experience
- Access to leisure and social activities
- Existence of deaf community
- Existence of blind community
- College/university nearby for partnership
- Safe neighborhood
- \*Access to nearby hospital

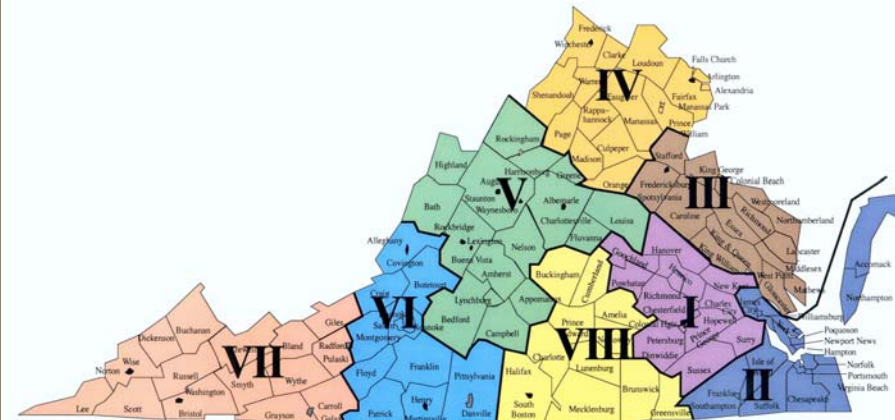
## Location

- \*Central in the state
- \*Easy access to major travel systems for transporting students
- Easy access to the community (marketplace, bus stop, etc)
- Adequate land (50 buildable acres+)
- Adequate growth potential on the site
- Not bounded by a major traffic artery

## Staffing

- Attracts new staff
- Promotes retention of existing staff

## VIRGINIA DEPARTMENT OF EDUCATION REGIONAL MAP



## Cost Feasibility

- Results in long-term cost efficiency
- Reduces duplication of services
- Major utilities and needed infrastructure

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# Expectations

## Facilities Improvements

Properly designed school - bigger classrooms, sufficient administrative offices, auditorium, gymnasium equipped for all populations, computer and science labs, therapy rooms, video conferencing center

Specialized health services center

Outdoor athletic fields and track

Specially designed dormitory – bigger bedrooms, sufficient office space, meeting rooms, laundry rooms, leisure areas



# Expectations

## Facilities Improvements, cont

Appropriate lighting systems for all

Acoustical performance criteria to meet needs

Efficient energy systems including air conditioning

Bigger corridors

Design that provides for visual needs



# Expectations

## Facilities Improvements, cont

Full time monitoring systems

Up-to-date technology

Modern student center

Appropriate buildings for bus parking, storage and maintenance



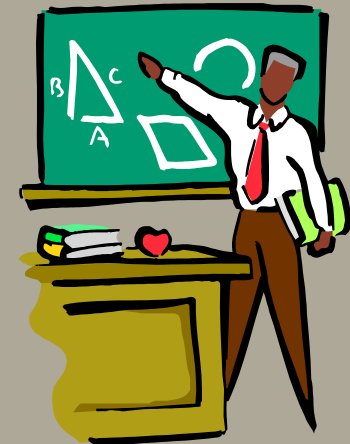
# Program Improvements of New School

Improved Instruction and expanded program options for students

Post-secondary services and programs

Parent training

Instruction in American Sign Language (ASL) for local school divisions – other distance education



# Program Improvements of New School

Advocacy Training and Consultation

Better preparation for students and families to access outside adult support services (MHMRSAS, SSI, etc)

Expanded summer programs

Expanded Professional training - conferences and workshops on campus





# Improvements a New School Can Offer

Expanded intern site for colleges and universities

Interpreter training site statewide



Expanded assessment and outreach services